

HENDERSONVILLE ELEMENTARY

6089 Hendersonville Highway
Walterboro, South Carolina 29437

GRADES PK-5 Elementary School

ENROLLMENT 480 Students

PRINCIPAL Rachel J Williams 843-844-2025

SUPERINTENDENT Charles W. Gale Jr. 843-549-5611

BOARD CHAIR Mrs. Redell Fields 843-549-5772

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	58	45	4

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

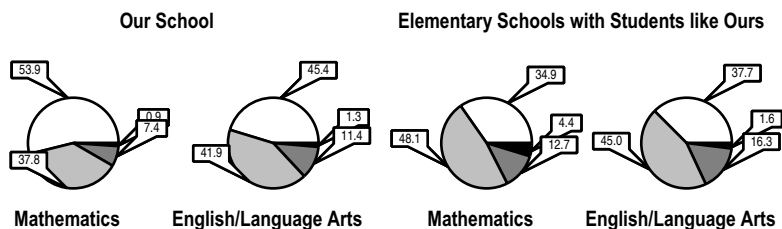
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	32	69	38
Percent satisfied with learning environment	90.6%	95.7%	88.6%
Percent satisfied with social and physical environment	87.1%	92.8%	75.0%
Percent satisfied with home-school relations	65.6%	95.6%	89.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	241	99.6	45.4	41.9	11.4	1.3	12.7	17.6
Gender								
Male	124	100.0	51.3	41.0	7.7	N/A	7.7	17.6
Female	117	99.1	39.3	42.9	15.2	2.7	17.9	17.6
Racial/Ethnic Group								
White	45	100.0	26.8	36.6	34.1	2.4	36.6	17.6
African-American	195	99.5	49.7	42.8	6.4	1.1	7.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	200	99.5	43.1	41.5	13.8	1.6	15.4	17.6
Disabled	41	100.0	56.1	43.9	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	241	99.6	45.4	41.9	11.4	1.3	12.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	241	99.6	44.3	42.5	11.8	1.4	13.1	17.6
Socio-Economic Status								
Subsidized meals	217	99.5	48.3	43.9	6.8	1.0	7.8	17.6
Full-pay meals	24	100.0	20.8	25.0	50.0	4.2	54.2	17.6

Mathematics								
All students	241	100.0	53.9	37.8	7.4	0.9	8.3	15.5
Gender								
Male	124	100.0	52.1	41.0	6.0	0.9	6.8	15.5
Female	117	100.0	55.8	34.5	8.8	0.9	9.7	15.5
Racial/Ethnic Group								
White	45	100.0	31.7	36.6	29.3	2.4	31.7	15.5
African-American	195	100.0	58.5	38.3	2.7	0.5	3.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	200	100.0	49.7	40.7	8.5	1.1	9.5	15.5
Disabled	41	100.0	73.2	24.4	2.4	N/A	2.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	241	100.0	53.9	37.8	7.4	0.9	8.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	241	100.0	53.2	38.3	7.7	0.9	8.6	15.5
Socio-Economic Status								
Subsidized meals	217	100.0	57.8	36.9	4.4	1.0	5.3	15.5
Full-pay meals	24	100.0	20.8	45.8	33.3	N/A	33.3	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	72	98.6	39.1	43.5	14.5	2.9	17.4
	Grade 4	91	100.0	40.7	47.7	10.5	1.2	11.6
	Grade 5	78	100.0	56.8	33.8	9.5	N/A	9.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	72	100.0	41.4	47.1	11.4	N/A	11.4
	Grade 4	91	100.0	62.8	30.2	5.8	1.2	7.0
	Grade 5	78	100.0	55.4	37.8	5.4	1.4	6.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 480)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	N/A	2.8%	2.4%
Attendance rate	95.3%	N/A	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.8%	N/A	5.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.4%	N/A	7.6%	8.0%
Older than usual for grade	1.0%	N/A	2.5%	1.1%
Suspended or expelled	0.0%	N/R	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	36.7%	N/A	46.9%	50.0%
Continuing contract teachers	76.7%	N/A	79.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	80.6%	86.2%
Teacher attendance rate	91.7%	N/R	95.0%	95.3%
Average teacher salary	\$36,389	N/A	\$38,529	\$39,909
Prof. development days/teacher	17.7 days	N/R	13.5 days	11.4 days

School				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio	17.9 to 1	N/R	17.0 to 1	18.9 to 1
Prime instructional time	86.1%	N/R	88.5%	89.7%
Dollars spent per pupil*	N/A	N/A	\$6,629	\$5,892
Percent spent on teacher salaries*	N/A	N/A	65.0%	66.6%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.0%	N/R	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hendersonville Street Elementary is located in Walterboro, South Carolina and serves 500 students from a medium to low income population. The school population consists of 80% black and 20% white students. Eighty-nine per cent (89%) of the school population receives free or reduced breakfast and lunch. Hendersonville Elementary consists of kindergarten through fifth grades. Hendersonville Elementary School opened in the fall of 2002. The dedication service was held on September 29, 2002.

A majority of teachers indicated a need for improvement in reading, math, and language. The faculty and staff were also concerned about a lack of carry-over of reading into other content areas, and a need to improve the high-order thinking skills of our students. The teachers have indicated a need for computers and printers within each classroom to further supplement instruction in reading/writing, and math. The teachers indicated a need for additional and continuous staff development. As a result of the survey, the following were implemented to accommodate the primary grades: Cunningham Four Block Method reading across the curriculum; higher-order thinking skills; and cooperative learning to improve math and reading skills. The staff received staff development in the following areas: Cunningham Four Blocks Model, Four Frames Math, the Study Group Model, literature-based instruction; critical thinking skills; and logic and problem solving. Sets of appropriate books were purchased for all grade levels. The Cougar Cub After School Program was established for students in the areas of math and reading. Parents were informed about school programs through parent-teacher conferences, progress reports, bulletins/newsletters, telephone calls, school updates, and classroom visits.

Hendersonville Elementary participated in a pilot study with SERVE: The Advancing Reading Achievement Project. The Project was designed to build a professional learning community that would support continuous learning for teachers through the collective study of reading and instructional practices.

Cheryl Hill-Mays was selected Teacher of the Year for the Hendersonville Elementary School.

Rachel J. Williams, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.